DISTRICT SCHOOL JOURNAL,

OF THE STATE OF NEW-YORK.

VOL. V. ALBANY, JANUARY, 1845. No. 10.

OFFICIAL.

STATE OF NEW-YORK—SECRETARY'S OFFICE.

NOTICE TO COUNTY SUPERINTENDENTS.

If the Supervisors of any county have not designated pupils for the State Normal School, or, in case of the failure of any designated to enter the school, the county superintendent in conjunction with the town superintendents, will within two weeks after the receipt of this notice fill such vacancies by appointing persons who are qualified and ready immediately to enter the school. Male pupils will receive towards their board $1,00 per week, females $1,25; during the present term of twelve weeks.

S. YOUNG, *State Sup.*

TO TOWN SUPERINTENDENTS.

The Town Superintendents of Common Schools of the several towns, are hereby authorized to pay over from the library money apportioned to the respective districts within their jurisdiction, to the clerk of each district, on the order of the Trustees, or a majority of them, the amount certified by them to have been necessarily expended in procuring the numbers of the District School Journal heretofore forwarded, or which may hereafter be forwarded to their respective districts in pursuance of law, from the several Post-offices to which they have been or may be transmitted, and in suitably binding the the same, and causing it to be deposited in the library of the district.

S. YOUNG, *Supt. Com. Schools.*

REMARKS OF THE HON. SAMUEL YOUNG ON THE OPENING OF THE STATE NORMAL SCHOOL.

It is probably expected, on the opening of this School for the reception of pupils, that at least a brief exposition should be given of its design, of the general course of its studies and exercises, and in short, of the paramount object of its institution.

There are in this State not far from eleven thousand teachers in our common schools, to whose care and skill is committed the tuition, in all the elementary branches of education, of upwards of seven hundred thousand children. The great mass of these teachers are conscientious individuals, possessing different grades of capacity and of acquirement, and exercising their important functions with a zeal and efficiency commensurate with their best ability and knowledge. But never having had any special training as teachers, they are thrown upon the resources of their own understandings, with no other guide than the dictates of an isolated and limited experience in the selection and adoption of the best modes of imparting instruction to the youthful mind. And conscious of their susceptibility of improvement, it is highly creditable to the teachers of several of the counties in this State, to have formed voluntary associations, and at considerable expense to have assembled themselves together, to hear lectures, to interchange opinions, to submit to the regular drill of a well conducted school, and by every other available means to improve their usefulness by increasing their knowledge. These laudable efforts have been followed, in those counties, by visible improvements in the schools: and it is earnestly to be hoped that Teachers' Institutes will be continued and multiplied until they pervade the whole State.

The school which is now to be commenced, is founded on the assumption—an assumption which would seem to be self-evident—that the art and science of teaching, like every other art and science, is neither inherited, nor innate, nor instinctive; but like all human attainments must be acquired by careful previous preparation. The responsibilities which rest upon the teachers of the young, are of greater magnitude, and involve more momentous consequences than those of the public duties of any other class of functionaries. The right or the wrong development of the moral and intellectual faculties of the seven hundred thousand children of this State, in the susceptible period of childhood, will give a coloring to the whole of their future lives. If strongly and durably impressed in early life, while the mind is plastic and tenacious, with sound principles and correct knowledge; if inspired with the eternal truth that virtue is happiness, and vice misery, the amount of crime and of suffering which will thus be averted, and

of enjoyment which will thus be secured, is incalculable. And to "train up a child in the way he should go" so far as it respects an implicit acquiescence in the great and immutable laws of moral obligation, is a duty as incumbent on the teacher of a school as on the parents of its children. And next to parental influence, there is no human instrumentality which can affix so indelible an impress upon the disposition, the moral habits and future character of a child as its teacher. It is to aid in preparing teachers to as great an extent as practicable, to fulfil in the best manner all the duties of their station that this school is established. Every additional grade of usefulness that can be given to them, will benefit the community; and by rendering better and more efficient services, the instructors of youth will be more liberally rewarded by their employers, and will also elevate their standing in social estimation, in a corresponding manner.

It is not expected that individuals will be received as members of this institution, who are not already acquainted with those departments of education which are usually taught in our schools. Their knowledge of all the elementary branches is here to be reviewed and made perfect; and in addition to this they will be carefully and practically exercised in the best modes of teaching all these branches. For this purpose, arrangements are now in progress, although not yet completed, for providing model classes of little children of the different ages and descriptions usually found in our country schools. These classes will be taught by the pupils of this institution under the supervision of the Principal, from the learning of the alphabet upwards through all the grades of common school education.

In the mental constitution of children, as well as of adults, great diversities are found. Some are timid and modest—others forward and presuming—some hasty and passionate—others mild and forbearing—some endowed with the faculty of rapid and almost intuitive apprehension—others slow in conception and hesitating in application—one is found obstinate in disposition and another yielding. Numerous shades and varieties present themselves in every school. In some children the organs of speech and powers of utterance are early developed—whilst in others, the inarticulate stammerings of childhood are protracted to a much later period. Some are corporeally delicate and feeble, and others robust: and between the two extremes there are many grades of moral and physical ability. No one can become an accomplished teacher who does not strive to understand both the mental and physical characteristics of his pupils. And he must not only understand them; but also where they are strongly predominant he must govern himself and his pupils accordingly.

The classification, management and government of the children of a school, will here form one of the subjects of instruction. The old system of school government, founded alone on fear and force, has already been to a great extent abandoned. Few advocates are now found of the Draconian code of corporeal infliction for every delinquency. No one who does not love children should aspire to be their instructor. And when the instructor possesses this and other proper requisites, the love and confidence and respect of the pupils are easily secured, and these relations existing, moral government instead of the criminal code, will secure good order. This should be regarded as the general rule, to which exceptions occasionally may be found.

In addition to the ordinary branches of study pursued in our common schools, it is intended that vocal music and drawing shall form a part of the course of instruction here to be communicated. Physiology, also, so far as it embraces the science of vitality, and the laws to be observed in the preservation of health, will be taught.

Instruction in vocal music has already been introduced into a number of our schools, and instead of retarding, it has uniformly been found to accelerate the acquisition of all the ordinary branches of education. Nothing is more exhilarating to the young and tender mind than harmonious sounds; and the relaxation and delight which are afforded by lessons in music, are regarded by children as a compensation for the uninteresting details of the more laborious exercises of the school. Drawing is also considered by the young as an amusement rather than a task, and the command and control which its exercises give to the muscles of the hand and arm, facilitate in a great degree the acquisition of a good hand writing. In all the departments of human industry, drawing is useful, and in some of them indispensable. The ability to sketch a farm, an orchard, a garden, a house or other building, a carriage or machine, a tool or implement in the mechanic arts, a tree, flower, fruit, or plant, or animal, is frequently called into requisition; and a sufficient degree of skill for all the ordinary purposes of life is easily acquired by the young, and might be communica-

ted to every child in the State, without impediment to his advancement in the more indispensable branches of learning.

It is the dictate of humanity strongly to inculcate upon the young, the laws of health. It is a well established and melancholy fact that one half of the human race are consigned to the grave before they have attained the age of eight years: and many of the survivors often linger out a brief and painful existence of sickness and disease.

Physiology teaches us that God has given to man a corporeal conformation at least as perfect as that of any animal whatever: and it is therefore reasonably inferential that premature death, disease and sickness, are ascribable to transgressions against the laws of our organization. During the present century some little encroachments have been made upon the gloomy domains of the King of Terrors; and the average duration of human life in some portions of the world has been visibly lengthened. The progress of vaccination and of temperance has materially contributed to this beneficial result. Much, however, still remains to be done, to give that degree of longevity and of health, which seems to have been the design of the Creator in bestowing upon man his corporeal structure. To discover and to obey the laws which God has impressed upon matter as well as upon mind, constitute both the duty and the happiness of the human race; and it should be durably impressed upon the young, that they cannot transgress any of the laws which appertain to the health of the body or of the mind, without suffering the penalty. Much doubtless, can yet be done to expel or to counteract disease, to protract life, and to promote human health and happiness, by the cultivation of temperance and regularity in all the corporeal requirements, and by controlling within sanatory limits all the various passions and affections of the mind. The constant breathing of pure air, the daily habit of healthful exercise and strict attention to personal cleanliness, by frequent ablutions or otherwise, are also required by the laws of our organization.

The days of man are numbered and a bound is set by the laws of his organization, beyond which he cannot pass. The same mandate of mortality is impressed upon the organization of the millions of animated beings which inhabit the water, the earth and the air. Not one of them is immortal; but each species has its appropriate limit of vitality which no individual of the species can transcend. The tortoise has been known to live more than two hundred years, whilst the existence of the ephemeron is limited to a few hours. No care can prolong the life of the dog to twenty years, nor that of the horse to fifty. A mechanic (to compare great things with small,) can make a clock which will run one day, or eight days, or other period, before its propelling power is exhausted. And the Great Architect of the Universe, with infinite wisdom, has constructed myriads of species of animated beings each of whose ultimate duration of vitality is bounded by its organization. Individuals of each species may fall short of this bound, but can never exceed it. In modern times as well as anciently, human life has extended to one hundred and eighty-five years. And perhaps this may be considered as the ultimate limit to which it can be protracted in any case, by the most exact compliance with the laws of its organization. But how sadly is this power of longevity, which has been kindly bestowed by the Creator, abused by mankind? One half of them are cut off by disease in early life, before a moiety of the powers of either body or mind is developed, and before they are able to perform any of the important functions of human existence. And from this premature sickness and mortality, every other species of sentient being, within the reach of observation, is wholly exempt. In the dark ages, human ignorance shielded itself from responsibility, by regarding pain, sickness, premature death, and many of the other ills of life, as the special visitations of a benevolent and all-wise Creator. But the clouds which then enveloped the human mind are at least partially dispelled, and correct conceptions of cause and effect, and of the adaptation of means to ends, and a recognition of the immutable laws which pervade both the moral and physical universe, have commenced their sway; and as truth prevails, the great lesson of human responsibility in all the departments of life becomes the more striking and impressive. The time, it is to be hoped, will ultimately arrive, when the great mass of mankind will regard the terms fate, and chance, and destiny, and luck, as obsolete: and when each individual will act under a full sense of his personal accountability, in the discharge of all his duties, towards his Creator, his fellow-creatures and himself.

Having indicated the prominent studies which *will* be pursued, it will not, perhaps, be amiss to designate what will *not* be taught, nor even tolerated in this school.

The religious world is divided into various de-

nominations, who, as is well known, entertain feelings, more or less partaking of uncharitableness towards each other. In these feelings, neither the preceptors nor pupils of this school will participate. Sectarianism of any kind, is too narrow and exclusive for an institution like this; and the word sectarianism is as applicable to politics as to religion. Ignorance and prejudice are doubtless the causes of many of the differences which distract the world, and produce a vast amount of human misery. The efforts of this Institution should be directed, as far as possible to the extinction of these fertile sources of moral and physical evil, and thereby to the promotion of "peace on earth and good will to men." Previous to their becoming members of this Institution, its present and future pupils will doubtless have attained an age in which their religious opinions will have been formed. For these opinions they are not responsible to any human tribunal. Each will attend, at his or her option, at such house of worship as former habit and reflection may have selected, and in such form as to each shall seem most acceptable to the Supreme Being, will offer up the homage of a grateful heart.

Throughout the civilized world during the last hundred years, the spirit of religious intolerance, with the exception of occasional outbreaks, has gradually assumed a milder form; and the peace and happiness of the human race will be vastly promoted by the advent of an era, when each individual shall commune with his Maker in his own way, without calling in question the creed of his neighbor; and when an expansive charity shall regard the paths which are travelled by different sects of christians, as lines drawn from the circumference to the centre of a circle, which, although starting from different and opposite places, all finally terminate at the same point. The spiritual condition of no one can be injured by the exercise of charity; and the temporal condition of all would be benefited by the prevalence of this virtue.

Mr. David P. Page of the state of Massachusetts, has been engaged by the Executive Committee as the Principal of this Institution, and Mr. George R. Perkins of this state as professor of Mathematics. They are both in readiness to enter upon the discharge of their duties. When the school shall have been fully organized, such other aids will be provided as its exigencies may require.

In the selection of Instructors for this Institution, the Executive Committee have been exclusively governed by the consideration of moral qualities, scientific attainments and practical skill. And for the encouragement of the young aspirant after knowledge, it is worthy of remark and of remembrance, that both of the gentlemen who have been employed, are to a great extent, self educated men; neither of them having ever been a member of any college.

We live in a community where the diploma of the heart and of the head, affords the most effectual passport to public favor, and where honorable distinction is within the attainment of every child in the state; and to the same extent that useful science and sound habits of thinking are cultivated and diffused, will the ephemeral aristocracy of family, of wealth, of power and of place, become merged and extinguished, in the noble and meritorious self endowments of virtue and knowledge.

In preparing and furnishing the apartments and in procuring the apparatus for this school, convenience and utility have alone been consulted. Those who come here to perfect their qualifications in order to become teachers of the schools of this state, should be habituated to neatness, simplicity and usefulness, rather than to costly ornament and splendid decoration. In all the arrangements, and exercises, and teachings of this school, the great object to be kept in view is practical utility. Every reasonable effort will be made by the Executive Committee to promote this desirable end. But neither their exertions, nor the unwearied labors of the Preceptors, can command success, without the zealous and cordial co-operation of its pupils. Indeed, it is only on the condition of the correct deportment, the virtuous principles, the self control and the persevering industry of the inmates of this school, that the desired success in its usefulness can be obtained.

A liberal endowment for the establishment and maintenance of this Institution has been made by the Legislature, from the funds of the state; and if those who are instructed here shall duly profit by their advantages, they will be qualified on returning to their homes, to diffuse throughout the state a much more than compensating fund of moral and intellectual wealth, which "neither moth nor rust can corrupt, nor thieves break through and steal."

REGULATIONS OF THE NORMAL SCHOOL.

1. That the first term, for both sexes, commencing on the 18th of December, shall continue *twelve weeks*, i. e. to the 11th of March.

2. That during the summer term, there shall be two daily sessions, except on Saturdays; viz. from 8 A. M. to 12 o'clock, and from 3 to 5 P. M. That during the winter term, there shall be but one daily session; viz. from 9 A.

M. to 2 P. M., with such *extra* sessions in the afternoon, for general exercises, as the Principal, subject to the approbation of the Executive committee, shall judge necessary.

3. That since the branches required by law to be taught in all the common schools, viz. reading, orthography, writing, arithmetic, geography and English grammar—are of primary importance, they shall receive in all cases primary attention in the Normal school; nor shall the pupils be allowed to pass to the higher branches, till in the judgment of the teachers, they are thoroughly prepared to do so. The instruction in these branches as far as the nature of the subjects will admit, shall for the present be given by *topics*, allowing to the pupils the use of any text-books, to which they have been accustomed or may have access.

4. That exercises in drawing, vocal music and English composition shall be attended to by all the pupils throughout the whole course of study.

5. Among the branches to be pursued, in addition to the above, are Physiology, History of United States, Natural Philosophy, Algebra, Geometry, Surveying, Application of Science to the Arts, Use of Globes, Intellectual and Moral Philosophy, with such other branches as the Executive committee may from time to time direct.

6. That the State pupils shall be admitted at the commencement of any term, on presenting a certificate of their having been selected to attend the school, by the proper authorities of their respective counties. That all volunteer pupils shall, before they can be admitted, present satisfactory testimonials of their moral character from a county or town superintendent, and be able to sustain, to the satisfaction of the principal, an examination in reading, spelling, writing, arithmetic, geography and English grammar.

7. That the pupil's title to a *recommendation* or certificate as a well qualified teacher on leaving the school, shall depend on his moral character and literary attainments, and not on the length of time spent in the school; though no pupil shall be entitled to such recommendation or certificate who shall not remain in the school one entire term, and no certificate except one of full qualifications shall be given.

8. That the internal regulations of the school shall be left to take their form and character from the circumstances as they arise; and that such regulations as the teachers may hereafter suggest for the government of the school, shall be submitted to the Executive committee for their approval, before they shall go into effect.

F. DWIGHT, *Secretary.*

PROGRESS OF EDUCATION.

COUNTY AND TOWN SUPERINTENDENTS; THEIR PLANS, THEIR LABORS, AND THE RESULTS.

ALLEGANY.

TEACHERS' INSTITUTE, FOR THE SOUTHERN DISTRICT OF ALLEGANY, CO.

Officers.—John J. Rockafellow, County Superintendent, President.

Alexander Fullerton, Clerk.

Board of Instructors.—M. G. McKoon, A. M., Jonas W. Earle, A. M., Wm. C. Kenyon, A. M., I. N. Loomis.

At the close of a session of ten days, the following resolutions were submitted and adopted by the members of the Institute:

Resolved, That the present common school system of this state is one eminently calculated to accomplish the object for which it was designed.

Resolved, That parents and guardians should frequently visit their schools, and

Resolved, That we regard J. J. Rockafellow, our present county superintendent, as a gentleman, a scholar, an active and efficient school officer, and one well calculated to discharge the duties of his honorable and responsible station with credit to himself, and incalculable benefit to the cause of education; and in every respect worthy of the confidence and co-operation of the people of the southern district of Allegany county.

Resolved, That the thanks of this Institute are due John M. Wells, town superintendent of Friendship, and A. Fullerton, town superintendent of Angelica, for the active interest which they have manifested in the well being of this association.

Resolved, That we regard 'The Teachers' Institute' as one of the most efficient means for raising the standard of qualification for teachers of common schools; and that we recommend their establishment in every county of this state that has not already made the experiment, and also that we recommend a re-opening of this as early in the ensuing spring as may be deemed practicable.

Resolved, That we respectfully pledge ourselves to be in attendance at the next session, if consistent with the nature of other duties, and that we will use every laudable effort to secure the attendance of others.

A. H. Main,
John W. Wells,
R. Leonard,
F. P. Kennedy,
Miss Eliza H. Boughton,
" M. Luvina Wood,
" Sarah Norton.

Committee on Resolutions.

The following preamble and resolutions were adopted by the members of the Institute and citizens of Angelica and vicinity.

Viewing with deep regret the spirit of bitter hostility to our present Common School system that seems to have characterized the deliberations of a public meeting of the *professed* friends of 'Educational Reform,' held in Orange county, in this state, on the 14th day of July ult., at which meeting a series of resolutions were adopted and have since been published in the Sept. No. of the District School Journal; and believing that the practical operations of those resolutions, carried out would result in the most unhallowed, disastrous consequences to the well being of our Primary Institutions of learning, therefore,

Resolved, That we, the members of the Teachers' Institute for the Southern District of Allegany Co., and citizens of Angelica and vicinity—regard those resolutions with feelings of the deepest indignation; and that public sentiment should rise up in the majesty of philanthropy,

and stamp an indignant frown upon such disgraceful proceedings.

Resolved, That a copy of the foregoing preamble and resolution be forwarded to Francis Dwight, Esq., for publication through the columns of the Journal; and that a copy be also forwarded to the chairman of said Orange Co. meeting.

[From the Mayville Sentinel.]

CHAUTAUQUE.

[Extracts from the annual report of the County Superintendent.]

DISTRICT LIBRARIES.

In consequence of the great number of schools under my supervision, and owing to the ardent desire of the public to have me visit every town and school in the county, if possible, during the winter term, I yielded to what seemed to be a matter of expediency, and deferred visiting the libraries until the summer term.

The table, relating to libraries, will show the number visited, the number in circulation, &c. In general terms, much interest is felt in the library, and its usefulness is yearly appreciated more and more. The books are generally as well preserved as might be expected under all circumstances. Librarians, and others interested in them, have universally received my suggestions, in regard to irregularities in the management and preservation, with much kindness; promising a speedy reform in the faults noted. Trustees and librarians, I believe without exception, have coincided with me in my opinion with regard to improper books which I directed to be withheld from circulation. Many books have been taken from the libraries the past year, consisting of trashy novels, works of a ferocious character, &c. Some improper books yet remain in some libraries, but it is hoped that during another year all will be removed. Town superintendents have rendered me much assistance, and done good service to their towns in this work. In a majority of the libraries the books are not covered; I have recommended black cotton cambric, as a substitute for paper, and many districts are adopting the improvement. Thirty-two of the number visited are not furnished by the district with cases as the law requires. In these instances I have given the trustees or librarians notice, that I should report to the department such deficiencies next year unless proper cases are provided as the law directs. A few extracts from my "field notes" will show the condition of some of our libraries and the feeling in regard to them, but the instances of this class are few and in the extreme.

"Dis. No.—Town of.—A man called upon me and wished to know if there were any use in having a District Library, concluding with 'how long is this library money going to come?'"

"Dis. &c.—Library kept in a kitchen cupboard with victuals; books not numbered, dirty, injured, no account book, books not covered, very few read, and bad condition in every respect."

"Dis. &c.—Library kept up stairs in a box; dirty and dusty."

"Dis. &c.—Library kept in a box under the bed."

"Dis. No. 16, town of Chautauque.—Library kept just right. A good school maintained in the district, school-house in good repair, the people intelligent and right of course."

I anticipate happy results from promises made me by the scholars the past season, by way of resolutions they have adopted in the schools, in reference to reading the library books the ensuing year.

TOWN SUPERINTENDENTS.

It affords me much pleasure to add my testimony of approbation to that abundantly given throughout the state, in reference to the law, creating the office of town superintendent. It has been generally and highly approved by the people of this county. The officers have, generally speaking, proved themselves efficient and faithful in the discharge of the trust committed to them. Feeling individually the responsibility of the station, they make themselves thoroughly acquainted with their various duties and cheerfully discharge them. I acknowledge with pleasure the very efficient aid I have had from them in the execution of my official duties, and I am much indebted to them for many valuable suggestions relating to the improvement of the schools, which I have endeavored to turn to good account.

TOWN MODEL SCHOOLS AND SCHOOL HOUSES.

In observing a want of system, taste and uniformity in the construction of school-houses, as well as in teaching, governing, and disciplining schools, the idea occurred to me that if in every town there could be a school-house constructed upon the most approved plan, located and adorned according to the best taste, and situated as near the centre of the town as might be, that it would be a standing model for the proper construction and location of all the school-houses to be built in the town. The necessity of a correct model is obvious from the fact that districts almost universally imitate the construction of some school-house within their knowledge, which is most generally improper to be used as a model. If a school should be conducted upon the best principles in such a house, it would serve as a model school for the whole town.

I have presented these views to the public in my lectures, and I am happy to say, that they meet the approbation of the people. Many wealthy and influential gentlemen have offered to subscribe liberally, to add to the means of the district proposed for the location of such a house, and promised to lend their influence to support such a school. Should these views meet the approbation of the superintendent, the state might be asked to encourage the accomplishment of these great objects, which in my opinion would result in great good.

OFFICIAL DUTIES—APPEALS, &c.

I find the field of labor assigned to my supervision double the extent which it ought to be under the charge of one county superintendent. I have gloomy feelings when I look over the great field of thought and mind assigned to my charge, and see how much ought to be done which I am not able to do. If one hundred acres of land should be set apart to *one* man for cultivation, when he could not possibly improve more than fifty as it should be done, it would be considered improper and unwise; so, to assign 318 schools to one county superintendent for visitation and supervision, together with other duties, which

are many belonging to the office, furnishes a parallel case. The law, creating the county superintendent a court for the decision of appeals, has added much to the amount of my duties. The difficulties arising from so many matters, relating to the 315 school districts of this county, coming up to me by appeal and otherwise, have been perplexing in the extreme. The rebuilding of many school-houses, and the modification of numerous districts now going on, promise an increase of appeals in future. I have devoted nearly seven months of this year to the visitation of schools. In addition to this duty, the deciding of appeals, the examining of teachers, the making of my reports, and the performance of other duties pertaining to the office, have occupied my whole time and attention.

Notwithstanding the many obstacles I have had to encounter in the course of my official duties the past year, I am cheered with the hope that my labors have not been in vain. Although there are higher offices and more honorable stations held, yet I firmly believe that there is no situation, of a temporal nature that affords greater opportunities for doing lasting good than that of county superintendent. The thought that 18,000 youth of this county are looking to me for direction and counsel, enlists my warmest affections and stimulates my most earnest desire for their welfare. The responsibility resting upon me energizes my exertions in their behalf. I am willing to be considered as occupying a low station if I can have the proud satisfaction of pointing my charge *upward* and *onward* to usefulness and happiness. If, in future time, I can look upon those who are now scholars in the common schools of Chautauque, and find that I have been instrumental in making them wiser and happier, I shall have the sweet consolation that I have not toiled for naught nor lived in vain.

WORTHY PUTNAM,
Co. Sup't. Chautauque Co.

Sinclearville, Oct. 25th, 1844.

FRANKLIN.

TEACHERS' INSTITUTE.

In compliance with the call of Dr. D. H. Stevens, County Superintendent, the Franklin County Teachers' Institute met at Malone, October 7th, and was re-organized by appointing C. J. Rider, Chairman, and R. R. Stetson, Secretary, and spent two weeks in reviewing the branches taught in common schools, in hearing lectures on various subjects, and in discussing various topics relating to teaching. About fifty teachers were in attendance, being somewhat less than the number last year, owing to the extreme oppressiveness of the times, and decline of teachers' wages. Much interest, however, was manifested by those present. Hon. R. Bates, of Fort Covington, gave some excellent lectures on the sounds of the letters, mineralogy, geology and physiology; as also Mr. Wood of Franklin Academy on elocution. Dr. Stevens also took a very active and efficient part in keeping up the interest of the Institute.

From 8 to 9¼ A. M., was occupied in the practice of penmanship—from 9¼ to 12 M. either in reviewing and explaining the common branches, hearing lectures, or in discussions. The same as in forenoon also from 1 to 3¼ P. M., when the Institute adjourned to the Academy and spent an hour in grammatical exercises under the superintendence of Mr. Wood. All were invited to bring difficult sentences and phrases before the class, which rendered the exercises exceedingly interesting. The evenings were spent mostly in discussions. The following questions among others were discussed.

"Are ladies as capable of teaching our district schools as gentlemen?" Decided affirmatively.

"Ought teachers to exercise any control over their pupils in going to and from school?" Decided affirmatively.

"Ought corporal punishment to be abolished in the common school?" Decided negatively.

"Should the higher branches of an English education be taught in the common school?" Decided affirmatively.

"Are evening schools (excepting Spelling schools) beneficial?" Decided affirmatively.

The committee on common school exercises, consisting of Misses Cargin, Wood, Andrews, Phillips and Stickney, and Messrs. Stetson, Litchfield and Gillis, reported, and the Institute, after discussion, adopted the following

ORDER OF EXERCISES FOR THE COMMON SCHOOL.

9 A. M. Reading a portion of the New Testament, and hearing the smaller classes in reading.

9—40m. The 2d class in reading.

10. The 1st class in reading.

10—20m. Recess of 10 minutes each, for male and female scholars.

10—40m. General exercises, or History and Analysis.

11. Geography—advanced class or classes.

11—20m. Reading and spelling of smaller scholars.

11—40m. Spelling and defining of 2d and 1st classes.

12 M. Recess of one hour.

1 P. M. Reading of smaller scholars with spelling and defining words in reading lessons.

1—20m. Reading of 2d class with spelling and defining.

1—40m. Arithmetic with black-board exercises.

2. Penmanship.

2—20m. Recess—same as in forenoon.

2—40m. Geography 2d class, and Primary and Mental Arithmetic.

3. Spelling and defining of smaller scholars.

3—20m. Exercises for smaller scholars, or general exercises.

3—40m. Grammar.

REMARKS BY THE COMMITTEE.

The foregoing order of exercises is not recommended with the expectation that all the schools of Franklin county can follow its details precisely, but with the hope that it may serve as a general system, which will lead all our teachers to conduct their schools on the same general plan.

The first exercise of the day, reading a portion of Scripture, is not recommended to be practised, unless with the consent of those sending to school, or where disturbance in the district will be made. It is recommended that every reading lesson can be attended by spelling and defining, together with such questions and suggestions as are thought proper by the teacher. Under the

head of "general exercises" familiar illustrations of various subjects may be given—composition by the help of the black-board, or some principle of philosophy, chemistry or physiology explained. The time of recess may be spent by the teacher in explaining to each division any difficulty, or in hearing some small class or classes as the case may be. Perhaps Natural Philosophy or Algebra may be attended to at this time. It is also recommended that at 3—40m. P. M. all that wish, except the grammar classes, be dismissed. The teacher will thus be enabled to give his undivided attention to this subject. It is likewise recommended that a portion of Wednesday P. M. of each week be spent by the several schools in exercises in composition, and that daily the "framing of sentences," as it is called, be practised.

RESOLUTIONS.

Resolved, That we as teachers, feeling the importance of our vocation, will use our best endeavors to elevate the character of the common schools of Franklin county.

Resolved, That the thanks of the Institute are hereby tendered to Dr. Stevens, Hon. K. Bates and Mr. Wood for their able and instructive lectures, and to our officers for the efficient discharge of the various duties which devolved upon them.

Resolved, That the proceedings of the Institute be published in both the county papers and in the District School Journal.

Adjourned to meet in the fall of '45 at the call of the County Superintendent.

CHAS. J. RIDER, *Chairman*.
REUBEN K. STETSON, *Secretary*.

GENESEE.

TEACHERS' INSTITUTE, BETHANY.

In accordance with notices previously issued, a Teachers' Institute was organized at Bethany Academy, on the 7th of October, with a view to advance the interests of common schools by a thorough and uniform discipline of common school teachers, under the supervision of David Nay, County Superintendent of Common Schools, and Josiah Hurty, Principal of the Bethany Academy, assisted by the Rev. Eber Child, Professor of Elocution.

The exercises of each day were commenced and closed by reading Scripture, singing and prayer.

At the close of each recitation, a general conference was held upon the subjects illustrated, and such improvements and variations in illustrating suggested by the class as were deemed useful. These exercises awakened a deep interest, and often elicited animated discussions, and resulted in great benefit to the members of the Institute.

At stated periods Teachers' conferences were held, at which a general investigation and discussion was had, and many of the various difficulties that beset the teacher's path, and the best method of teaching and governing common schools, were considered. Here the experience of older teachers was related and the views of younger ones expressed, and all were deeply interested in devising the best method of instruction and general government.

Elocution, taught by the Rev. Eber Childs, received the attention that its importance demands. Every effort was made to correct bad habits, strengthen the vocal organs and awaken an interest in communicating the sentiments of the author and imbibing his feelings, and an improvement was made in this branch rarely equalled in the same length of time.

Lectures were delivered by the Board of Instructors at different times during the session, on reading, general government of schools, physiology, &c.

The following gentlemen also addressed the members of the Institute and the public: Hon. A. W. Young of Warsaw, on Elocution and Civil Government; Prof. Mather of Conn., on Geography and History; Rev. J. S. Brown of Perry, on the necessity of Moral Education being combined with Intellectual; J. L. Brown, Esq. of Batavia, on Equality of Native Talent; Rev. Mr. Locke of Alexander, on The Present.

Our limits will not permit a synopsis of the able addresses given by these gentlemen; all were valuable, interesting and highly satisfactory to those that heard them, and long will they be remembered with gratitude for their services by the members of the Institute.

The committee on resolutions for discussion, reported at different times resolutions, which were discussed with a view to ascertain the truth in the case, and the discussion elicited an interest rarely felt upon other occasions. It was indeed an intellectual investigation and a practical rehearsal of experience, developing some amusing traits of human character, and convincing all of the utility of Teachers' Conferences.

The evening preceding the closing of the Institute, was set apart for public reading and declamation by the class and teachers. At the time appointed, the chapel of the Academy was filled, although the travelling was very bad.

Most of the students either read or declaimed, and the attention of the hearers and the satisfaction frequently manifested during the evening, evinced an interest in the exercises that was highly gratifying to those who engaged in them.

The committee on general resolutions reported the following which were unanimously adopted:

Resolved, That for the benefit of our common schools, and for the advancement of Education, upon which depends the prosperity of this republic, a co-operation of teachers for their moral and intellectual improvement, in associations in each town, is of great utility.

Resolved, That we consider the Teachers' Institute, which has been held in this place during the last four weeks, eminently calculated to elevate the standard of common schools, by creating a uniformity of views and harmonious action, and to introduce the best method of teaching and governing schools through the country.

Resolved, That we tender our grateful acknowledgments to Mr. David Nay, County Superintendent, for his able and efficient efforts in promoting the interests of common schools in this county, and especially for the part he has taken in this Institute.

Resolved, That we recommend to every teacher to furnish himself with the District School Journal, and that we will use our efforts to extend its circulation.

The utility of Teachers' Institutes does not yet remain to be tested, although this is the first held in Genesee county. Other portions of the

State have for several years reaped the benefit according from similar institutions, and it is even now to be regretted that so little interest is felt by the people, and especially by those to whom the care of common schools is particularly entrusted.

A general co-operation on their part with the County Superintendent and others, would have disseminated the benefit still further, and awakened an interest throughout the county that would have exerted a salutary influence on the character of all our schools.

But as it is, we believe a watch-fire has been lighted that will hereafter disseminate its beams of light far, and will cause its genial influence to be felt upon the schools of the county of Genesee.

W. C. SLAYTON, *Chairman.*
C. W. RUMSEY, *Secretary.*

LEWIS.

COUNTY CONVENTION OF TOWN SUPERINTENDENTS OF COMMON SCHOOLS.

Pursuant to a call of the County Superintendent, for a meeting of the Superintendents of the several towns in the county of Lewis, for the purpose of recommending suitable text books for common schools, and of effecting uniformity of the same throughout the county; they convened at the house of Enoch Thompson, in Martinsburgh, on Saturday the 21st Sept.

On motion, the chair appointed a committee of three, consisting of Messrs Ragan, Van Olinda and Northrup, to examine the different geographies in use and report at the next meeting.

On motion, the chair, appointed S. Sylvester, the county superintendent to examine works on mathematics and report at next meeting.

The following preamble and resolutions were then read, and unanimously adopted.

Whereas, the universally conceded object of the common school is, to prepare children and youth for future usefulness and happiness; and whereas that course of instruction which aims to improve the intellect alone, neglecting the moral sentiments, the habits and manners of the pupils, has signally failed in many instances to secure these great ends; and whereas a knowledge of the human constitution, man's internal structure and the physical laws of his nature, are essential to the preservation of health, which to a great extent, measures his usefulness and enjoyment; and whereas every male citizen of the age of twenty-one, is, by the laws of our state virtually invested with legislative powers, which cannot be intelligently exercised without a knowledge of the fundamental principles of our government; and believing, as we firmly do, that these subjects, if introduced into our common schools, will interfere but slightly with the instructions at present given, yet will prove of great and mutual benefit to both teacher and pupil; therefore, in addition to branches usually taught.

Resolved, That the good teacher, anxious to discharge his whole duty, will not fail to employ every suitable means for the cultivation and refinement of the moral sentiment—the improvement of the manners and the formation of virtuous habits, in his pupils; and conscious of the efficacy of theory and practice combined, will furnish in his own department an example worthy of imitation.

Resolved, That teachers would much increase their usefulness and lend fresh interest to the common school, by devoting 15 or 20 minutes each day, to a familiar conversation, with their scholars, on either Moral Science, or Human Physiology; and to assist them in so doing, we recommend to their perusal, on the former subject, Combe's Moral Philosophy and Wayland's Moral Science; on the latter Combe's and Comstock's Physiology.

Resolved, That the District School Journal, under its present able conduction, is one of the most efficient means in operation for the improvement of our common schools; and that we earnestly recommend it, as worthy of the attentive perusal of school officers and parents, and cheerfully lend our aid to extend its circulation.

Resolved, That it should be the constant companion of all teachers, as its perusal will acquaint them with the opinions and suggestions of the most experienced teachers and talented men of the country—will enable them to keep pace with the spirit of improvement, and discharge the duties of their avocation with honor to themselves and justice to their employers and pupils; and that we particularly recommend the careful examination of the book entitled "The School and Schoolmaster."

Z. KNOX, *Chairman.*
L. CLARK, *Secretary.*

ONONDAGA.

We took up our scissors to cut out a large part of these proceedings, to save space for other counties, but on examination, we find every resolution pertinent and valuable, and commend them all to the careful attention of Educators.

ONONDAGA TEACHERS' INSTITUTE.

October Term, 1844.

The Institute convened on the first of October, pursuant to public notice, and continued in session three weeks. Orson Barnes was chosen Chairman, and William R. Strong, appointed Secretary. The school was attended by about one hundred Teachers—all of the towns of the county except Elbridge and Spafford being represented. Some came in from other counties.

The session has been one of great interest. The different modes of teaching the various branches taught in common schools, were practically demonstrated, and the peculiar merits of each fully discussed.

During the session, the following Lectures were given: On Moral Education, by Rev. T. Castleton, of Syracuse,—on Grammar, by J. L. Hendrick, of Onondaga Academy; also, by Mr. Hazen, author of a Grammar, Panorama, Technology, &c.; by O. B. Pierce, author of Pierce's Grammar, and by David Parsons, of Syracuse,—on the Principles of Arithmetic, by Prof. Davies, of West Point—on Vocal Music, by J. Allen, of Syracuse Academy—on Orthography, by Albert D. Wright, author of Wright's Orthography—on Physiology, by Miss Bradbury, of Syracuse.

Prof. Davies also gave an address to teachers, in which he exhibited the importance of education—the duties, influence and responsibility of

the teacher; accompanied by wholesome advice, with that strength of reasoning and beauty of expression for which he is so justly celebrated.

Besides the transaction of other miscellaneous business, the following Resolutions, some of them accompanied with able reports from committees, were adopted:

Resolved, That we deem Moral Education of paramount importance; and that it should be taught by *example*, and any system which will bring into *use or exercise* the moral faculties, and that in the introduction of morals into schools, it is of vital importance to guard against the propagation of our peculiar sectarian dogmas as a course calculated directly to defeat the good we seek.

Resolved, That we recommend the introduction of Physiology into schools by weekly lectures, having special reference to the healthy development of the human system.

Resolved, That attention to correct deportment and polite manners, are among the prominent duties of the teacher.

Resolved, That Declamation, judiciously managed, should be practised and encouraged in schools.

Resolved, That we recommend to Teachers to hold a public examination, at, or near, the close of each term of their schools, and at least one exhibition annually, as calculated to excite a lively and healthful interest in both pupil and parent.

Resolved, That the aid of the black-board and slates is highly advantageous in teaching the alphabet and the first principles of penmanship.

Resolved, That in the employment of teachers, those have the preference, (other things being equal) who design making teaching a profession.

Resolved, That we recommend to teachers to accompany their lessons in Natural Philosophy with lectures, explaining more fully the principles, than can be expected from mere "text books," and with experiments, where practicable.

Resolved, That Linear and Perspective Drawing be introduced into our schools, as we consider it an art calculated to increase our powers of observation, conducive to the cultivation of a refined taste, and affording a pleasing recreation to the youthful mind.

Resolved, That pupils should early be made acquainted with the definitions of words.

Resolved, That we consider Map Drawing a useful aid in teaching Geography.

Resolved, That the consolidation and enlargement of school districts, is a subject that teachers should understand, and agitate in their districts when practicable.

Resolved, That those institutions, usually designated as Select and High Schools, are injurious to the common school interest, and therefore opposed to the advancement of general education.

Resolved, That the practice of "boarding around," is detrimental to the best interests of teachers and pupils.

Resolved, That the violation of the laws of health, comfort and convenience evinced in the construction of school-houses, is an evil which calls loudly for reform.

Resolved, That this Institute recommend that in every school, fifteen minutes be given as a general recess each half day; also, a recess before and after the general recess, for the smaller pupils.

Resolved, That we approve of the *free school system*, and recommend its adoption in this State.

Resolved, That the thanks of the Institute be tendered to the Rev. T. Castleton, Prof. Davies, Messrs. Hendrick, Allen, Wright, and Miss Bradbury, for their interesting and instructive lectures.

At the close of the second week, Mr. Barnes, after a short address, reluctantly took his leave; after which the chair was filled by E. W. Curtis, Esq.

F. Cooper, }
N. P. Stanton, } Comm. for
W. Barnes, } publication

Syracuse, Oct. 13, 1844.

DISTRICT SCHOOL JOURNAL.

ALBANY, JANUARY, 1845.

SCHOOL-HOUSES.

In the faithful discharge of the duty incumbent upon us as the conductors of a Journal devoted to the interests of elementary education, we cannot omit adverting to the great, the criminal, and we must add, the *inexcusable* apathy and neglect of parents in reference to the structure, the accommodations and the conveniences of the school-room. It is here that the seeds of disease, and debility, and death are imbibed by hundreds and thousands of innocent and helpless children, by means of the noxious exhalations of the surrounding atmosphere, of the confined and vitiated air constantly inhaled; of the sudden and repeated exposures to extremes of heat and cold; in short, of the utter disregard of all the laws and conditions of health, and the deplorable, but not less censurable ignorance of the fundamental principles in subordination to which alone, life, in its vigor, its strength and its capacity for usefulness and exertion can be enjoyed. On this subject, there seems to be a strong and a general delusion. There is every reason to believe that parents do not at all adequately comprehend its importance. What parent is there who, if he could trace the progress of the sure and fatal poison which daily and hourly goes up from the putrid pool and stagnant marsh, in the immediate vicinity of which his children spend one quarter of their time, would not hasten to rescue them from its deadly contamination? What parent is there whose heart would not bleed, if he could view the languor, the faintness, the exhaustion, the debility of his child, as, all unconscious of the cause of his listlessness, he strives, but strives in vain to put forth the necessary exertion to accomplish the task which has been put into his hands? What parent is there, who

would systematically and deliberately expose his child to a temperature, in which life itself could be sustained for a limited time only—would release him from this form of suffering, only to plunge him into its antipodes, and to subject him to a series of exposures fatal to the most vigorous and mature constitution—and would continue, and if possible perpetuate a state of things under the influence of which, if his child attained to the age of maturity, it would be well nigh miraculous? Let us not be accused of exaggeration. In every one of the nine hundred towns which make up the Empire State, the originals of this picture *abound*. We *know* this fact is concealed from the ordinary observation of parents. Were it not so, it would long, *long* since have ceased to exist. We speak not now of the high moral influences which a due regard to the comfort and convenience of the pupils in our common schools, could not fail to diffuse—of the buoyant happiness, the vivid enjoyment of existence, the elastic energies, the bright and beaming eye which, under a different order of things, would characterize the daily life of the young innocents who are congregated in these institutions—of the habits of neatness, and system, and order which might be engrafted on their expanding characters—or of the refined and elevated perceptions of the beautiful, the harmonious, and the excellent, which would be insensibly communicated and permanently identified with the intellectual and moral constitution of the future man or woman. Laying all these aside, for the present, we appeal to the sensibilities, the affections; the humanity of Christian parents, in behalf of the *physical health and well-being of their children*. We ask them, not that they will take these representations of ours on trust, but that they will *will examine for themselves*; that they will consult the dictates of enlightened science and familiarize their minds with the inviolable laws of the human constitution, and then investigate the necessary, the inevitable, the certain and the fearful consequences of the system which prevails and has so long prevailed in so many thousands of our school districts, in this respect. And as they regard the happiness, the health and the lives of their children, let them address themselves to the extirpation of this great evil. Let them no longer send their children to pass so many hours of their beautiful spring-time of existence, in tenements which are a disgrace to civilization, and which teem with the malaria and the noxious influences of the grave. We ask them, whatever may be the expense, at once to demolish and abandon these relics of a less enlightened age: and to erect in their stead, temples of Education worthy of the name—at a distance from every source of contagion and disease—surrounded by the beauties of nature and of art—adapted to the intellectual and moral progress of those whose earliest and most enduring associations, habits, and attainments are to be formed within their consecrated walls—furnished with all those comforts, conveniences, elegancies and even luxuries which will endear them to the affections and the heart, and render the pursuit of knowledge captivating and delightful,—and adorned with every attribute which will serve to impress upon the expanding mind of the young, the conviction that from the cradle to the grave, the attainment of knowledge and the cultivation of virtue, are the paramount interests of humanity.

[From the Albany Argus.]

OPENING OF THE NORMAL SCHOOL.

A large number of citizens and others, including the Mayor and Common Council, the county Board of Supervisors, and distinguished friends of the Cause of popular education, assembled at the Rooms set apart for the accommodation of the Normal School, yesterday morning, to hear the opening address of Col. YOUNG, of the State Executive Committee, to whom the supervision of the School, and the direction of its entire arrangements and economy, are entrusted by the law authorizing its establishment.

To those other than citizens, it may not be known, that this Experimental Institution has been placed under the liberal appropriations of the legislature, and the no less liberal aid and co-operation of our city authorities, upon a footing which ensures to it a fair trial. The rooms appropriated to the purposes of the school, have been fitted up with a view to neatness and utility rather than to display and discomfort, and with express reference to the wants of the establishment. The apartments are extensive, and so arranged as to admit of extension to any degree that may be required—even though it may demand the appropriation of the entire upper stories of the large building in which it is located. Already there are six spacious apartments on the two upper floors, newly fitted up with seats, black boards, and every fixture required for institutions of this kind, well warmed, ventilated and lighted—and requiring only the philosophical and other apparatus which belong to it when in full operation. Every thing indeed necessary to make a beginning, and a successful beginning, in one of the noblest of the educational enterprises of the day, is ready. Towards these arrangements—particularly the fitting up

of the rooms—it is proper to say that the Common Council have contributed liberally from the city funds—and have also secured the gratuitous use of the apartments, for the purposes of the school, for the term of five years—which is the limit of the legislative appropriation.

There were about thirty pupils present yesterday, at the opening of the school—and from the Address, we learn that the Executive Committee have selected as Principal of the Institution, DAVID P. PAGE of Massachusetts, and as Mathematical teacher, GEORGE R. PERKINS of New-York—both of whom were present and ready to enter upon the discharge of their duties. These gentlemen come fully within the qualifications required by the Executive Committee—a high moral character, great scientific attainments, and experience and aptness in communicating knowledge.

The organization of the school will of course occupy some little time—when other aids will be required, and will be provided as the exigencies may demand. Citizens and others who may feel an interest in seeing the Art of Teaching taught, in the mode which experience has shown to be the best mode of imparting knowledge—will no doubt avail themselves of the opportunity which is freely presented here, to visit the school, at any time during the hours devoted to teaching—from nine in the morning until two in the afternoon. These visitations at any and all times, the Executive committee invite, as a salutary and necessary supervision on the part of the public, in a matter which especially concerns them, and in the success of which all have a common and deep interest. It is an Institution whose influence in elevating the standard of elementary education and the qualifications of teachers, is to be felt in the eleven thousand school districts of the state, and among the entire mass of the rising generation in this state, numbering some 700,000 between the ages usually embraced in our common schools. It is an Institution founded, as was remarked in the Address, upon the assumption, which would seem to be a self-evident truth, that the art and science of teaching, like every other art or science, is neither inherited, nor innate, nor instinctive—but like all human attainments, must be acquired by careful study and observation, great diligence, and a thorough training in the practical business of imparting knowledge. It is an experiment, however, only in this state. It has been tried in other states, and has been found to result in obvious benefit to the cause of popular education. That such will be the result here, under the fostering patronage of the state, and under the superintendence of the Executive Committee, Principal and Teachers, to whom its destinies have been confided, upheld and encouraged by the good wishes and cooperation of a discerning public, there is good ground to believe.

The Address of Col. YOUNG (which we understand will be published in the District School Journal,) it is unnecessary to say, was appropriate, and marked with the ability which characterizes his efforts—particularly in the congenial field which the occasion opened to him.

At the close of the Address, which was listened to with profound attention, on motion of BRADFORD R. WOOD, esq., seconded by the Rev. Dr. WYCKOFF, the audience united in requesting a copy for publication in pamphlet—the question being put by Professor POTTER of Union College, who with GIDEON HAWLEY and Mayor HUMPHREY, occupied seats on the platform.

Prof. POTTER then announced that the exercises had closed, at the same time thanking the audience, on behalf of the State Executive Committee, for their attendance, and extending to the friends of education and the public generally, an invitation to visit the school at any time during school hours.

ORLEANS.

[Extracts from Annual Report, Dec. 1844.]

THERE are in Orleans county, nine towns. The annual reports have been received from the several Town Superintendents. There are one hundred and thirty-two districts, the schoolhouses of which are in said county.

SCHOOL HOUSES AND APPENDAGES.

Of the one hundred and thirty-one schoolhouses visited,

The number of wood frame,	95
" " " brick,	10
" " " stone,	24
" " " log,	2
" " in good repair,	38
" " " ordinary repair,	38
" " " bad repair,	55
" " having one room	127
" " " more than one room,	4
" " " convenient seats and desks,	36
" " not so furnished,	95
" " with single privies,	32
" " " double privies,	20
" " entirely destitute of privies,	79

It appears from the above table, that many of the school-houses are not in a good condition. However, there is no particular apathy on the part of the people; many of the districts are small and not able to build such houses as are desirable. Much depends upon trustees in keeping their houses in good repair—a few hours work, or a few dollars expended, prior to the commencement of the winter term, may serve to render the school-room comfortable.

Some new school-houses have been built during the present year.

In the village of Lindon, they have erected a

large, spacious two story wood building, in the style of an Academy, with belfry and bell, and with rooms large and convenient. In this school most of the higher branches are taught; and, at the close of the winter term, they had an examination and exhibition which reflected honor both upon teacher and scholars. This school is destined to rise, and the time is not far distant, when it will rank with some of our second rate academies.

In the village of Gaines, where one year ago they had no school-house, consequently no district school worthy of the name, there has since been erected a large cobble-stone building, with necessary appendages, and with seats and desks convenient for scholars. At my last visit a few days since, I found one hundred and ten names enrolled on the teacher's list—the scholars all seemed interested in their studies—teacher well qualified—the school well governed—all of which convinced me that the inhabitants of Gaines are reaping a rich reward for erecting their new school-house.

At Shelby Centre, they have recently completed a new house 30 by 50. This building is erected in modern style, and is one of the evidences of the increased interest manifested on the part of the people of this county, in the cause of Common School Education.

It will also appear by examining the above table, that the majority of the houses are not furnished with the necessary appendages convenient for school purposes. There is no good reason why every district school-house should not be furnished, at least, with one privy. It is not because the people are not convinced of the necessity of these appendages, but because they neglect to do what their better judgment dictates they ought to do. The exposure of the sexes, the indecency, thus engendered is so manifest, and may be so easily prevented, that no district is excusable for the neglect of so plain a duty.

NUMBER OF SCHOOLS VISITED.

Soon after my appointment, I commenced visiting schools, and have continued so to do, during their session ever since.

The number visited	once,		131
" "	twice,		85
" "	three times,		12
" "	four times,		1

QUALIFICATIONS OF TEACHERS.

If it be true, that "as is the teacher so is the school," (and I suppose no one will doubt it) great efforts should be made to elevate the standard for teachers. The State Normal School doubtless will aid much in the accomplishment of this great and important work. I deem the establishing of that institution, as the beginning of a new era in the qualification of teachers in the Empire State. An influence will be sent forth, available in every county, and from county to town, until every school district will partake more or less of its benefits. The well qualified teacher will command the respect of scholars—beget a lively interest in school—make the pursuit of knowledge a pleasure rather than a task—convey instruction in the most simple and pleasing manner—make himself easily understood by the youngest of his pupils, and thus lead them on, step by step, up the "hill of science." A teacher thus qualified, deserves the respect and sympathy of every well wisher of his country! Some of our teachers are well qualified; while others have a good knowledge of the text-books, but are deficient in the science of teaching and the best method of discipline. Teachers are fast improving, and I trust the time is not far distant, when teaching will be made a profession; when a sufficient incentive will be offered to call forth the best talents to engage in this great work.

MORALS.

Moral culture in some of our schools receives some attention; it being the practice of some teachers at the close of the exercises in reading (when the subject contains moral truth) to catechise their pupils upon the subject matter contained in the reading lesson; and, at the same time urge the importance of a strict observance of all the duties they owe to themselves, to each other, to their parents, to their country and to their God. In most schools, however, morals receive little or no attention. In this respect, many of our teachers are deficient. They do not exert that healthful influence over the minds of those committed to their care, that they otherwise would, had they the desire and ability to impart sound, moral instruction. Teachers occupy responsible stations. On them, in a good degree, rests the success, happiness and virtue of the rising generation. Hence, the importance of teachers being well qualified to meet the intellectual, physical and moral wants of those under their supervision.

J. O. WILLSEA,
County Superintendent.

OTSEGO.

JOINT MEETING OF TOWNS.

Pursuant to previous notice given by the Town Superintendents of the contiguous towns of Unadilla and Sidney, a meeting of the friends of education was held at Unadilla village on 23d of November last, to consider measures for the improvement of the Common Schools of the two towns.

The Hon. Sherman Page was called to the Chair, and Caleb Palmer was appointed Secretary.

After the object of the meeting had been stated, the committee that had been appointed for the purpose, consisting of William B. Hawes, John S. Palmer and Sluman L. Wattles, made the following report:

That the subject of common school education is at the present day claiming a large share of public attention That this subject has a demand on the consideration of reflecting minds, and we trust will not be made a matter of controversy. In the success of our common schools all good men feel that their expectations and hopes of the future are centred. It is believed that no individual who candidly considers this subject, will fail to acknowledge that the motive power of the moral, civil and political world, is lodged within the walls of the common school rooms.

And whereas this great object can be better accomplished by the united exertions of its friends than by individual effort, therefore

Resolved, That we do form an association to be called the *Unadilla and Sidney Common School*

Association, the object of which shall be to advance the interests of common education in the various ways which the association shall deem proper.

The association was then organized by choosing the Town Superintendents of the two towns to serve as Presidents and a Vice-President in each school district. William B. Hawes and Robert S. Hugston, were appointed Secretaries.

It is the intention of the association to hold meetings, and to have lectures and addresses delivered in every district within its bounds, in order to call the attention of the whole people to the subject, believing that when they shall see that their truest and best interests are centred in the common schools, they will rise in their strength and place them in that condition in which they should be. Education hitherto has not here received the attention its importance demands, but our best and ablest men are engaging in the cause, present indications are favorable, and we hope the time is not distant when the common schools of Unadilla and Sidney will be able to compare with those of any other two towns.

SLUMAN L. WATTLES,
Town Superintendent, Sidney,
JOHN S. PALMER,
Town Superintendent, Unadilla.
Sidney, Dec. 11, 1844.

TEACHERS' DEPARTMENT.

[For the Journal.]

WRITING.

How should it be taught in our schools?

I have heretofore found one very erroneous practice prevailing in our schools, in relation to the method pursued in giving instruction in this important branch, which I have ever taken upon me to endeavor to correct, and which, I am happy to be able to say, is fast going out of date. I allude to the custom of allowing the pupils to select such a time for the exercise as best suits their convenience and to write as long as they please, with scarce any supervision on the part of the teacher. As a natural consequence of such a procedure, we find the teacher constantly vexed and harassed, by the frequent importunities of his pupils, to mend their pens, set them copies, &c. &c., while superintending, or rather *pretending* to superintend, the other exercises of his school, and in such schools, we almost invariably find the writing books, as well as other books, mutilated, badly scribbled and blotted, and far from evincing any proficiency on the part of the students. In addition to this, we will find by investigating, that they have contracted more bad habits during one term, under the instruction (?) of such a teacher, than can be corrected in six months, under the supervision of a faithful one; to say nothing of the habit of slovenliness thus imbibed, which, if not broken up, will result in a more serious detriment to the pupil than a total ignorance of this branch of education. I have often taken teachers to task for this shiftless way of doing business, and, whether their schools consisted of twenty, thirty, fifty, or eighty scholars, have almost universally received one uniform apology, somewhat after the following manner: "Well, I don't know how a body can help it: I have so much to do, that it is impossible to give a strict attention to every thing. I am so hurried that I am obliged to hear some classes read while others are writing; and then I have their copies to set, and their pens to mend, and it is impossible among such a round of duties to do justice to them all."

I presume that a superintendent cannot be found in the state, who has not repeatedly been obliged to listen to this plea, and often so pitifully told as to almost "melt a stone to tears." It has always been my habit to respond to the truth of the latter part of the plea, and generally add, "that amidst such a *jumble*, I do not see how they can do justice to any part of it." In order to remedy this fault, where it happens to exist, I have usually found it necessary to overhaul, re-model and reorganize the whole school; for where we find this exercise so carelessly conducted, (especially at the present day,) ten chances to one, if the rest is not all of the same piece.

The plan which I have generally recommended, is as follows, viz: In the first place, let the teacher be content with attempting to do but one thing at a time; and let him endeavor to do that well. In the next place, let it be an established rule of the school and thoroughly understood by every pupil, that while the teacher is engaged in overseeing any exercise or class, no scholar, unless he be a member of that class, shall interrupt him with any question. (Extraordinaries excepted.) Let the short space of time intervening between the exercises be devoted to answering questions, and rendering such assistance as is absolutely necessary. If the school is large, monitors may be appointed to assist the different classes in committing their lessons in order that the attention of the teacher may not be diverted from the task in which he is engaged. The teacher, by pursuing this course, will be able to give clear and definite instruction in every branch, and we shall seldom hear him apologise for the neglect of an important branch, because he "cannot find time." Where this order is instituted in school and all matters conducted methodically, we may then flatter ourselves that some correct instruction will be given in penmanship. Let a particular part of the day be set apart for this exercise, the writers resolved into a class, and if convenient let them be seated near together during the lesson. The writing books and inkstands should now be distributed to the pupils and all should be required to go through the exercise at the same time. The copies should be given and the pens repaired previously, that the teacher may be able to devote his whole attention to the class during the lesson, and give them the necessary instruction in the manner of holding their quills and of sitting at the desk, and occasionally to take a pen and show them how to form letters, &c. As young learners require the most vigilant and constant watching during the whole time they are engaged in writing, in order to prevent their contracting bad habits, the teacher should frequently cast his eyes around the class to satisfy himself that all observe the proper position and hold their pens in a correct manner, and as soon as one is discovered to be out of order in these respects, his attention should at once be called

to it, and be required to resume the proper position. After the expiration of the time allotted to the exercise, notice should be given by the teacher; the pupils all finishing the lines which they may have commenced, cleaning their pens and wiping them dry, allowing their books to remain open a sufficient length of time for the ink to become dry, the pens deposited in their proper places, the books closed and the teacher passing around, collects them together and deposits them in a safe place. One of the scholars may now assist by passing around the class and collecting the inkstands and depositing them in their appropriate place. The exercise being now ended, the pupils resume their other studies and that task may be considered as finished for the day. There is no more teasing or vexing the teacher with pens to mend or copies to set; but he can now proceed to another exercise in the same systematic style, and in this way he will always find time to devote to every branch of study; i. e., provided he has a time for every thing and is careful to have every thing attended to in its proper time. The books being in his custody during the interim, and his eyes upon the scholars while they have them in their possession, he can hardly render a reasonable excuse, if they are torn, scribbled or blotted. Much injury to other books is also prevented by having the pens and inkstands deposited out of reach of the scholars, except at such times as they are required to use them. Where there are large scholars in the school, they may be much benefited by taking turns and repairing the pens. The art of making a pen is as necessary for them to understand, as that of using one; and they should receive instruction in this branch also by the teacher. This method is now pursued by a majority of our teachers, and their writing books present a striking contrast when compared with those of other schools, when the exercise is botched off in a careless, haphazard manner. As a general rule, in ordinary schools, I think one exercise in the course of the day sufficient. I would say once a day if it be properly conducted; but if it cannot be properly and carefully conducted, then omit it entirely.

O. W. RANDALL,
County Supt. Oswego Co.

Phœnix, Dec. 8, 1844.

AMUSEMENTS AND TOYS OF CHILDREN.

The following excellent remarks upon the proper amusements and toys of children, we have translated from the German of Struve. They occur in his work on Physical Education, and are recommended to the attentive perusal of every parent.

Sedentary games may be well adapted to the amusement of day-laborers and restless wanderings deceived by hard work during the day; but for children, whose principal employment should be play, they are improper. In our opinion, therefore, sedentive amusements should be resorted to only in certain cases as an occasional substitute for others, and continued but for a short time. Exercise is the very soul of all play; because the activity of the different powers is attended with immediate consequences to the mental and bodily prosperity of the individual. For this obvious reason, the games which require muscular exertion are not only conducive to health, but, also, improve the senses and unfold the understanding. To put things together and separate them, to erect and destroy houses built of blocks and other similar materials, to trundle a hoop, fly a kite, or arrange and construct little vehicles in their own way, all these are diversions which ought to be sedulously encouraged, by procuring the articles requisite for such pursuits. These, however, should be simple, and of little intrinsic value, as that is soon enhanced in the possession of the young. On this account also, a ball, a top, a hobby horse, a little chaise, a wheelbarrow which they can manage without extraneous assistance, are preferable to a wooden doll or the figures representing horses and carriages, which afford them amusement merely by their appearance.

Nor should girls be excluded from active exercise. It is a material error in physical education, to make that ill founded distinction between the sexes, which condemns female children, from their cradle, to a sedentary life, by permitting them scarcely any other play things than dolls and tinsel work or trinkets, while their sprightly brothers amuse themselves with their hoop and other active diversions. Such premature refinement is dearly purchased at the expense of health and of a cheerful mind.

All amusements are most beneficial to health in the open air; and, were it possible to keep a child continually in the fields and gardens, there would be no occasion to supply them with play-things. Benign nature would present them with a sufficient variety of objects for their amusement—they would find an inexhaustible source of materials for constructing toys, which, being works of their own creation, could not fail to be more useful than the most expensive artificial contrivances.

Society increases the charms of juvenile amusements. It is indeed very desirable and rational to allow a number of children to assemble; but it would be prudent to watch their conduct, though without rigor or unnecessary interference on the part of the tutor, as they are then in their most happy state. It has been proposed to establish in every large city, public pleasure grounds appropriated to the use of young people, and likewise to appoint proper inspectors to keep them under certain restrictions. Such regulations would, in various instances, be productive of good effects; they would prevent many ill-bred boys from running about the streets, where they are under no control, and where they learn from each other most improper practices. It is doubtful whether this suggestion will ever be realized—though a public pleasure ground exclusively appropriated for the use of children, would certainly be of infinitely more importance to the health and morals of youth, than theatres, ball rooms, or places of public parade.

On the whole, it is equally important for children to be allowed their regular play-hours, as to be compelled to attend school: indeed the former would be productive of greater advantage for the improvement of their physical and intellectual faculties, than the latter mechanical habit, at an age when they are not yet susceptible of scholastic instruction.

PUNCTUATION.

We make the following brief extract from Boyd's Rhetoric, a work recently published by the Harpers, and worthy of the careful examination of all interested in teaching the English language.

To show the necessity of not merely using points, but of punctuating properly, examine the following passage:

The persons inside the coach were Mr. Miller a clergyman his son a lawyer Mr Angelo a foreigner his lady and a little child.

This passage, thus written without points, is unintelligible: by different modes of punctuating it, several alterations may be made in its sense: not only as to the number of persons in the coach, but, also, as to their country, professions, and relationship to each other. By a change of points, the lady may be described as the wife of either one of two persons: Mr. Miller's son may be made a clergyman, or a lawyer, at will; or his son may be taken from him and given to a clergyman, whose name is not mentioned.

The following variations, by use of points, will equally amuse and instruct:

(1.) "The persons inside the coach were Mr. Miller, a clergyman, his son, a lawyer, Mr. Angelo, a foretgner, his lady, and a little child."

By this mode of pointing it would appear that there were eight individuals in the coach, namely, a clergyman, a lawyer, a foreigner and his lady, a little child, Mr. Miller, Mr. Angelo, and the clergyman's son.

(2.) "The persons inside the coach were Mr. Miller, a clergyman; his son, a lawyer; Mr. Angelo, a foreigner; his lady; and a little child."

This change in the punctuation would reduce the parties in the coach, exclusive of the lady and child, to three persons; and make Mr. Miller himself a clergyman, Mr. Miller's son, a lawyer, and Mr. Angelo a foreigner.

(3.) "The persons inside the coach were Mr. Miller; a clergyman, his son; a lawyer, Mr. Angelo; a foreigner, his lady, and a little child."

Here Mr. Miller's son becomes a clergyman, Mr. Angelo a lawyer, and the lady and child those of a foreigner who is nameless.

(4.) "The persons inside the coach were Mr. Miller; a clergyman, his son; a lawyer; Mr. Angelo; a foreigner, his lady; and a little child."

Mr. Angelo here ceases to be a lawyer; there is no longer a foreigner who is the husband of the lady and the father of the child; but the lady as described as being a foreigner, and Mr. Angelo's wife; and the child is not understood as being akin to any person in the coach.

Other alterations might be made in the sense of this passage by altering the punctuation; but sufficient has been done to show the necessity of pointing a passage so as to accord with the fact it is intended to relate.

Mr. Dwight—I am greatly obliged to you for a number of the Journal lately received. It is a gratification to know that the superintendents and inspectors of towns, as well as the teachers, are awake to the improvable state of the perpetual advancement of the schools. I send you a series of articles for your juvenile department, for I hope that the uses of the Journal are extended to young readers. It is especially designed for their benefit, and may directly contribute to their entertainment. A brief account of the invention and progress of *letters*, as the instruments of knowledge, may prove useful to them.

E. R.

INVENTION OF LETTERS.

There is nothing that young persons enjoy more than books, and old people also, when they have learned to use and appreciate them in youth. The child that can read can entertain himself; and the man or woman who can neither read nor write, is very much to be pitied. Such ignorance exposes a person to great inconveniences, and moreover, makes him inferior to almost every body about him. Formerly this was not the fact. In what are called the middle ages, from the fifth to the fifteenth century, reading and writing were uncommon accomplishments in Europe. The *monks*, priests who lived in convents, only could read and write. The *laymen* (all persons who were not of the clergy,) had no learning. The *monasteries*, or habitations of the monks, contained all the books then in existence, and these books were all written. They were chiefly manuscripts, in rolls made of parchment. Kings and nobles rarely could read. The great Charlemagne could not write. Grants of property, and other transactions of business, were recorded by professed writers, and the persons concerned affixed the mark of a cross to their own names written in another hand.

All this is entirely altered at the present time. The invention of printing occurred A. D. 1444, in Germany, and immediately after books began to be written and printed, and read by all who could acquire the art of reading, which in a century became greatly extended. It must not, however, be supposed that the knowledge of books is even now universal. In all civilized society, in Europe and America, there are still many persons unable to read and write.

It is curious to enquire what people first invented the alphabet and its combinations in written words and sentences. Savages never have letters or written characters. When the Spaniards first discovered Mexico, the natives of that country used *hieroglyphics*, or rudely drawn pictures upon cloth or tablets of wood, to express any intelligence they would convey. This picture-writing was used in ancient Egypt. "The origin of written or visible language is lost in a remote antiquity, nor can it now be ascertained what nation is entitled to the honor of the discovery." Some writers, however, have contended that the Phœnicians, and others the Egyptians, were the inventors of letters. Perhaps different *characters* or letters were invented by each.

Moses, the legislator of the Jews, was bred up "in all the learning of Egypt," and to him were committed the "oracles of God," or that is, the will and purposes of God in writing, which he was to read to the Hebrew people. This was, before Christ, 1490 or fifteen centuries almost. This event is related in the book of Exodus, chapter 31, as follows: When the Hebrew people had come out of Egypt, and were encamping in the Arabian wilderness, Moses, their leader,

was called up into Mount Sinai to receive the laws which God was pleased to bestow upon the descendants of Abraham, in preparation for their establishment in Palestine. "And the Lord said unto Moses, come up to me into the mount, and I there will give thee tables of stone, and a law, and commandments *which I have written*, that thou mayest teach them." By this account it appears that the commandments, &c., were written by the Deity himself. Moses, to whom they were entrusted, already knew how to read this sacred writing—he had learned reading and writing from the Egyptians, among whom he had been educated.

The countrymen of Moses had priests who were to read the Law to the people, and the whole tribe of Levi were a class of learned men. By means of the writers among the Hebrews, all the sacred Books of the Old Testament were preserved for future generations of men. But the Phœnicians, a people of western Asia, inhabitants of the territory adjacent to that of the Hebrew nation, are described by Lucan, a latin poet, who wrote about seventy years after Christ, as the inventors of letters.

> Phœnicians first, *if ancient fame be true*,
> The sacred mystery of letters knew;
> They *first* by sound in various lines designed,
> Exprest the meaning of the thinking mind.
> The power of words by figures rude conveyed,
> And useful science everlasting made.
> Then *Memphis*, ere the reedy leaf was known,
> Engraved her precepts and her arts in stone;
> While animals in various order placed,
> The learned hieroglyphic column graceed.
>
> [*Rowe's Translation of Lucan.*

These verses affirm that after the Phœnicians had practised the art of writing, in Memphis, a city of ancient Egypt, useful truths were engraved upon stone, as were the laws of the Hebrews on Mount Sinai; and that in the same country, hieroglyphics of different animals were cut in obelisks, or tall taper columns of stone, some of which yet remain in Egypt. And this was before the "*leafy reed* was known," before the reed *papyrus* was made into the substance called paper, which the Egyptians afterwards employed to write upon.

The art of writing seems long to have been confined to Egypt, Phœnicia and the country of the Hebrews, for the Greek poet, Homer, who lived six centuries after Moses, sang or recited his own verses, which were afterwards written by command of Pisistratus, the Athenian, four centuries after the death of Homer. It was, however, in the course of time introduced into Europe, probably by those Egyptian and Greek colonists who migrated to Greece, and civilizing its natives, in the descendants of both, formed the most enlightened and creative people in art and science of all antiquity.

NORMAL SCHOOL.

David P. Page, of Newburyport, Mass., has been appointed Principal of the State Normal School. George R. Perkins, of Utica, has charge of the Mathematical Department.

Mr. Perkins is widely and favorably known as the author of several Mathematical works, and has gained an enviable distinction for his eminent success in teaching.

Mr. Page comes among us so strongly recommended, that the Executive Committee have reposed this important trust in his hands, with entire confidence that he will make this school a blessing and an honor to the state.

We take the following brief notice of Mr. Page, from the "Salem Observer:"

Deserved Compliment.—D. P. Page, Esq., for many years at the head of the High School in Newburyport, has recently been appointed Principal of the Normal School, which is about going into operation in the city of Albany. The state of New-York has made very liberal appropriations for the establishment and support of this institution, and we think the Board of Trustees have been exceedingly fortunate in securing the services of Mr. Page. We know of no man so well fitted for the situation, and though his removal from our county must be a source of deep regret to his numerous friends, they must feel gratified to know that he has been *invited* to occupy a position so honorable and important. He has, for many years, been an active and useful member of our County Teachers' Association, and has won the respect and esteem of all who have met with him.

Mr. P. has labored in Newburyport about 16 years with eminent success and favor, and his loss to that community must be severe indeed. His recent and former pupils have expressed their gratitude for his services and sense of his worth in a most substantial and flattering manner. On the evening of the 10th inst. (the day before his departure,) a large number of his young friends visited him at his residence and presented him with an elegant and costly Silver Pitcher,—a beautiful *gold pencil* and some valuable books,—the value of all exceeding $100. The presentation and acceptance of the articles were accompanied with very appropriate and interesting remarks, and the countenances and moistened eyes of many indicated that the occasion was not one of mere ceremony. An observer could not fail to see that many a young heart was deeply pained at the thought of parting with him, who, for so long a period had been their teacher and friend.

Mr. Page leaves our county with the best wishes of all who knew him, and with proper encouragement and facilities he will meet every reasonable expectation of the friends of education within the sphere of his future influence.

Extract from Wyse on Education.]

PHYSICAL EDUCATION.

Man has a three-fold nature—physical, intellectual and moral: and it is the due development, proper cultivation and judicious direction of his whole nature, which constitutes education. The connection between the mind and body is, in this life, indissoluble—the former cannot manifest itself independently of the latter—and all its energies are dependent for their healthy and vigorous action, upon the healthy performance of those organic functions, which are necessary to physical well-being. If the body is diseased—from whatever cause—the mind is weakened and rendered in a greater or less degree incapable of efficient and vigorous

action. The immediate seat of the mind is the brain: it is there and there only that all the operations of thought, reason, imagination and reflection are carried on: and it is there that all the various emotions of the mind, such as love and fear, benevolence, veneration, conscience, hope, anticipation, and all the passions and propensities such as pride and vanity, selfishness, envy, malevolence, covetousness, duplicity have their source. Hence upon the soundness and healthy action of this important portion of our animal economy, is dependent, in an essential degree, the strength, vigor and efficiency of all our mental operations. In the brain also, terminate all those nerves of motion, of sensation, and of feeling which affect the condition of the whole body—so that if any portion whatever, of that wonderful and complicated organization which constitutes life, becomes in any manner deranged and incompetent to the performance of its requisite functions in the economy of our being, the brain partakes of this derangement, and it is through that organ only that information of such derangement is transmitted to the mind. The first requisite therefore to a sound education, is to become acquainted with the nature and constitution of our physical organization: to learn the conditions upon which alone health is to be preserved—and to obey the laws which the Creator has impressed upon the human constitution It is from ignorance, neglect and violation of these laws that most, if not all, the physical evils which have so long encompassed mankind, take their origin. The fearful ravages of disease in all its forms—from mere general debility and languor to the most aggravated shapes of pestilence which have from time to time scourged the race—are the legitimate and necessary consequences of the partial or more extensive violation of the laws of our being: and we have the most abundant reason for believing that by a general systematic and faithful adherence under all circumstances to these laws, our world, instead of the scene of wretchedness and misery—protracted suffering and premature death, which it now exhibits would become the extended theatre of unmitigated happiness and enjoyment—and that the final dissolution of our being, when all its objects and uses were accomplished, instead of forming any exception to the benevolent dispensations of creative wisdom and goodness, would be universally regarded as its crowning blessing.

This view of the subject, and this alone, is consistent with all our ideas of the benevolent designs of the Creator, with reference to the present world. The most ample provision has been made for our happiness and welfare. Every faculty of the mind and every bodily organ has been so constituted, as to be capable of conferring the greatest possible amount of pleasure consistent with our nature: and the external universe of matter as well as of mind has been beautifully and even magnificently adapted to the promotion of our highest enjoyment. So long as we conform to the intentions of Providence and live in harmony with its ordinances written upon the very tablets of our mind, and open to the most simple comprehension, so long do we receive in abundant profusion the rich rewards of our obedience in that vivid enjoyment of existence which the healthy, happy child exhibits and feels, which is incorporated with our own earliest remembrances, and to which, we look back with sensations which contrast so powerfully with those which make up our present experience. Had we retained the buoyancy of childhood, we should have secured for ourselves its happiness. But each successive departure from the simplicity and harmony of nature—each heedless, ignorant, or intentional violation of the physical law of our being—leads by almost imperceptible gradations to habitual and systematic disregard of the constitution impressed upon our nature by the hand of the Almighty Architect; and we might as reasonably and justly look for the highest results of the finished mechanism of a time-piece, when its complicated and delicately adjusted parts have one after the other become deranged, broken and destroyed, as expect the continued enjoyment of health and happiness from the disordered play of the still more complicated organization of our animal economy, when all its nice adaptations to the external world have been overlooked or disregarded—its finest susceptibilities of pleasure perverted and deadened—its energies paralyzed or weakened—and its most important functions thoughtlessly misapprehended or criminally misapplied.

PSYCHOLOGY, OR THE SCIENCE OF MIND.

When Germany groaned under a foreign yoke, it was in the schools of Kant that was first prepared her resistance. It was the word of her "Ideologues" which first drew the sword of her deliverance. From this sacred source, remote as it may appear from objects of sense, even physical discovery has drawn its origin. Bacon, Descartes, Leibnitz, Newton—were all profound metaphysicians. Lavoisier never could have rescued chemistry from the chaos in which he found it, were it not that he had derived from his metaphysical studies that elevation of view—that precision of idea—that fertility of invention—which give such value to his magnificent labors. Even mathematics themselves depend upon its aid. If its influence then, has, even in the material world been so very visible, in its own peculiar province, the spiritual, it must be unbounded. In its application to morality, it is the very basis of legislation and theology: without a preliminary knowledge of its leading principles, high as either of these sciences may appear to rank, they must be devoid of that spiritual and inward power which gives them not only their dignity and grandeur, but their true practical grasp upon the souls and actions of men. Lower the tone of mental science in any country, and proportionally with it must moral science descend. Where moral science falls into disrepute, there religion wanes off into ceremony and outward ritual; and morality, left to its own guidance, insensibly degenerate into the vulgar, and takes the tinge of the material with which it is perpetually combined. We require something to win us back from such sordid interests—something to keep in fealty and obedience the physical man. Moral science has little direct relation with mere physical wants: She deals with a loftier world; she uses thought, not as an instrument of enjoyment, but as a creator or purifier—as a deliverer—as the means to obtain that independence from the debasing and gross of our

nature, without which the hope even of material perfection is in vain. She turns us in upon ourselves: and from this self-study—this solemn exploring of the inward man, we come back to the material world, with far juster measures even of these earthly relations than we could possibly have had before. Morality gains new and nobler motives—religion a higher and purer morality. Indifference to such inquiries is characteristic, and productive of a selfish civilization. If such an age throws out occasional blossoms of moral excellence, or that to these blossoms succeed fruit, it is attributable not so much to its own moral vigor, as to the sap of another generation working in it still. Such perhaps has been too much the case with our own country. The want of moral and mental science is conspicuous, even in our virtues. We require to handle every thing—to materialize every thing—we seem to know of no such thing as mere mind. This passion for the corporeal and active, this dislike to the mental and contemplative has got into the spiritual itself. We must not only have an end, but it must be at arm's length. We cannot conceive the beauty of an unseeing and untouching faith—a hope which stretches through generations, is to us folly. Our imagination—our religion—breathe of the positive. Our institutions are all "redolent" of this banking spirit. Our Midas touch turns every thing into ingots and finance; and when our piety seeks for a paradise, it is in a Jerusalem paved with precious stones, that our money-loving generation delights to luxuriate. But out of this mammon thraldom there is surely a redemption. There are means of imbuing society with a more perfect spirit—with a pride more intrinsical, issuing more from the man himself, less from the accessories around him. These means are to be sought in mind and the study of mind; and if ever they ought to be sought, it is in this day, "when the earth reels to and fro like a drunkard,"—when society is yet in stern and universal strife; when law and rule and judgment, however irrevocable, however unchangeable they may seem, are only transitions—links between the old and new; when all men feel, however humble, old systems gradually dissolving around them, and each is called, however reluctant, to bear his part in the construction of the new. The interests of mankind have become large and lofty, and awful: they are not to be studied in the battle field, nor in the money mart—least of all in the ante-chambers of princes; other counsellors, other parties, of far more ample influence are to be consulted. New and mightier masses, little dreamt of in former struggles or adjustments, not merely with their physical energies, but with their minds, and the weapons of mind, have crowded into the conflict. Physical energy was of old, the only lever of the multitude; but they knew not how to use it; they either grasped it too long, or too short—expended too much motion, or too much power: but mind is now amongst them, economising and systematising their forces—to good, if well directed; but if to ill, enhancing the evil and peril a thousand fold. Truly it is a war of opinion: but of opinion which is not satisfied with thoughts and words—its very whispers are more fearful than in other days the commands of conquerors. In an hour they "thunderstrike" the strongest from their seats—they "punish the host of the high ones that are on high, and the kings of the earth upon the earth." To allow such a power to be abroad, and not to seek its tutorship and guidance—not to spend with a lavish earnestness all our means upon that object to which all others are as nothing—is indeed a folly which not even the most prosperous governments should be allowed to commit. Unless we seek to purify, to ennoble, to illuminate society—unless we give a discipline to its strength, and a wisdom to its daring—we intrust our institutions to builders who may pull down, but will never be able to build up any thing but a worse description of Babel in their places. This renovation is in our hands. It is so to-day—but who can assure us that it will be so to-morrow. *Wyse on Education Reform.*

From the Boston Courier.

TEACHERS' INSTITUTES.

Having received an invitation to attend a *Teachers' Institute* in the western part of New-York, and being desirous to see how the cause of education flourished in the Empire State, I started, in company with a distinguished teacher from this city, who had received an invitation from the superintendents of Allegany and Wyoming counties to visit them, and render such assistance as might be in his power.

As some accounts of these *Institutes* may be both interesting and useful to the friends of education in this quarter, I freely furnish such details as occur to me, and I hope such as may lead to the adoption of similar measures in our own State.

About three years since, a Mr. Deaman, superintendent of one of the counties, feeling the necessity of more uniformity and thorough practical knowledge in the art of teaching, among the teachers of his county, proposed a convention of all the teachers in the county, for the purpose of spending two weeks in receiving and imparting instruction in the branches taught in the schools, and also in acquiring the art of communicating this knowledge more practically to their pupils. The experiment was successful, and fully realised the highest anticipations of the projector. Teachers, coming together from all parts of the county, became acquainted with each other, and freely communicated such knowledge as they possessed, becoming in turn both teachers and pupils, thus rendering the institute in fact, for the time being, a Normal school, and school of mutual instruction. The benefits arising from these institutes must be incalculable.

On our way to Wyoming, we stopped a day at Auburn, where we found a Teachers' Institute in session, consisting of about one hundred and thirty teachers. They were in the second week of their session, and the zeal and enthusiasm they manifested, indicated an increased ardor in the cause in which they were engaged. After giving them a lecture, and tuning their voices in the art divine, we started for Wyoming and Allegany, the scene of our principal labors. At Perry, in Wyoming county, we found about sixty teachers, who appeared devoted to their profession, and ready and anxious to obtain all the information they could in the short time they were to be in session.

Judge Stevens, the superintendent in this

county, presided, and rendered essential service. He appeared well qualified for his office, blending firmness with kindness and good nature, and appearing ardently devoted to the interests of the rising generation. Mr. Denman, the first projector of these institutes, was also present, having recently removed to this county, and opened a select school at Attica. This gentleman, and also Mr. Huntington, the teacher, of the academy where the institute was held I found had rendered great service in these conventions.

At Pike, in Allegany county, we found about one hundred and sixty teachers, who were pursuing the same course as at Wyoming. Mr. Spencer, the superintendent, spared no pains in rendering all the assistance in his power, to benefit the teachers, and seemed to feel no sacrifice too great for the interests of the schools. Although, during the week we were there, the weather was extremely inclement, and the travelling most outrageous, there being no sidewalks, and the mud being over shoes, yet the Presbyterian church, where the Institute was held, was well filled during the day, and in the evening overflowing. I could not but remark the exalted opinion they had of New-England schools, though I feared that many of them, should they come to New-England, and visit some of our schools, would find us, contrary to the rules of perspective, great only at a distance. The usual course of instruction given at these institutes is similar to that pursued in our Normal schools. A thorough review is made in all the branches usually taught in the common schools, together with the best methods of imparting the instruction so obtained. Considering the sacrifices these teachers made, in giving their time and expenses for two weeks, in preparing themselves to become better teachers, when many of the males did not receive over ten dollars per month, and the females four dollars, for their services, I could almost look upon them as martyrs in the cause of humanity. They manifested a devotedness to their profession, which I have found equalled in but few instances, in our own State. I was peculiarly struck with their views on the subject of school discipline. In Wyoming county, where the subject was brought up and discussed, they almost universally disclaimed the use of the rod. *Train the moral nature, teach the child to govern itself, and you do away with the necessity of physical restraint*, was their maxim. The teacher who could govern his pupils by no other motive than fear, was, by them, considered an inferior teacher. I could not but feel shame for my own city, while listening to some of the remarks on discipline, from these unpretending teachers, displaying, as they did, the exalted motives by which they were actuated. How different the happiness of children under the care of such teachers, where the governing power is love and truth, and that of those under the care of some of the teachers in our city, whose governing power is fear, and it would seem, fear only; where the children are punished at the rate of eighteen in two hours, as eye-witnesses can testify. In concluding this short sketch, let me urge on the friends of education in this State, the importance of similar institutes to those now in successful operation in New York. We need some powerful impetus to stimulate the teachers and parents scattered throughout our territory, to new efforts. It seems as if we were living on our past glory, and content with the reputation we have already obtained, are letting our competitors outstrip us in the race. With all our boasted advancement in improved school-houses and systems of instruction, it seems as if we had too much regarded the frame-work of the great architect, and left the inhabitant within, to become an automaton, subject to the caprices and passions of the material frame that controls it. That teacher alone can be considered successful, who educates *all* the faculties of the child, physical, moral and intellectual; and harmoniously developes each in such proportions, as shall eventually produce a perfect whole.

We have too much regarded the intellectual, and left the physical and moral faculties to take care of themselves. Educate the *physical* powers alone, and you develop the savage; educate the *intellectual* alone, and you develop the infidel; educate the *moral* alone, and you develop a puny Christian. It is only in a proper development of all these powers, that man can approximate to his divine original. I have been led into this digression from the fact that, when I have urged teachers to give more attention to the physical and moral training of their pupils, I have always been met with the common objection, "I have no time." Just as if the training of the intellect alone, was their whole field of labor. I have no fear, under our present systems of instruction, that our children will not acquire a sufficient knowledge of the sciences; and the present discussion between some of our great minds, whether the letters or words should be taught first, seems to me to be only the difference betwixt "tweedle dum and tweedle-dee." An intelligent teacher will teach a child to read by either method in a few weeks time; and what is this compared with the whole time the child spends at school? It seems to me there are questions of more importance unsettled—questions which have a tremendous bearing on the interests of our country—our own present and future destiny; and where can these be discussed better, than in a convention of practical teachers, the representatives of almost every foot of soil, and of all the intelligence in the Commonwealth.

COLUMBIA

County Convention of Town Superintendents will be held at the Court-House in Hudson, on Saturday the 18th of January. Teachers, trustees, and the friends of education are respectfully invited to attend. In addition to the ordinary business of the convention, the question, "Ought corporal punishment to be entirely abolished in our common schools," will be discussed.

NOTICE TO PUBLISHERS.

The instruction in the Normal school will be principally by topics, the pupils not being confined exclusively to any series of text-books. Publishers who are desirous of seeing their books tested in the school, can forward them for that purpose. A large number of text-books in sets of two dozen of each kind, have already been received, and are now in use.